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ABSTRACT

The building of community generally means the creation of stronger, better realized writing; it is a strong argument for classes in which students learn and use all the writing tasks and principles, from pre-writing to authoring, and learn to trust each other enough to become vulnerable since sharing implies vulnerability. The question of how to build a community becomes key when faculty are faced with the demand to utilize technology, regardless of the reason for the demand. This paper gives an overview of how the Internet can be used by teachers and students and discusses online classes offered over the Internet, especially college/university composition classes. The paper outlines and describes some online composition classes offered at Rogers State University in Oklahoma. It provides extensive illustrations to help explain the system and to show the possibilities for creating an online writing community in which the teaching/learning community develops and interacts much as that community would function on site. Contains numerous screen captures of Web sites. (Contains 26 references.) (NKA)

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E. Dial-Driver
F. Sesso

Thinking Outside the (Classroom) Box

The Transition from Traditional to On-Line Learning Communities

Writing is essentially a solitary activity: we recall the habits of Emily Dickinson, Herman Melville, Franz Kafka. However, when works are published, they are meant to be perused by the public, words which have their root in the Latin populus, meaning the people. So writing also involves sharing: we recall Simone Beauvoir, Gertrude Stein, Charles Dickens. Sharing, both during and after final editing, is a principle capitalized on by the National Writing Project and many teachers of both creative and expository writing at all grade levels. Sharing, in peer critiquing, teacher critiquing, editing, and authoring, means the creation of a community of writers/readers/editors/critics. The building of community generally means the creation of stronger, better realized writing; it is a strong argument for classes in which students learn and use all the writing tasks and principles, from pre-writing to authoring, and learn to trust each other enough to become vulnerable since sharing implies vulnerability.

Building community is difficult under the best of circumstances.

What happens in a community? A community of writers is composed of people who would be testing themselves and each other, who would be learning each other's strengths and weaknesses, who would be learning each other's "buttons" and what terms to avoid as well as what words to use, who would be initially frightened but ultimately learning to trust—and eternally vulnerable. What happens when that community cannot be built face-to-face? What happens when that community is separated by time and distance? Can we build a writing community?

The question of how to build a community becomes key when faculty are faced with the demand to utilize technology, regardless of the reason for the demand.

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Increasingly, faculty at all levels are utilizing the Internet, either from personal preference or because of administrative pressure. In K-12, we find more and more classrooms are wired and more and more teachers are being asked to incorporate not only computer training but Internet access into their classrooms. Of course, Internet resources proliferate (Morgan; Burnett), from resources on how to develop lesson plans for the Web (Hackbarth) to resources on children's and adolescent's literature (Lu). Information on how to evaluate on-line sites is even available at on-line sites (Schrock).

Even in the face of proliferation of resources many K-12 teachers are still reluctant to use the Internet. The majority who are reluctant see a lack of and a need for support and training (Sherman). While many schools seem willing to provide training in the technology, that is not enough. Teachers need training in the curricular issues that arise. In addition, teachers see themselves as in need of mentoring, which may be provided, and in need of time both to learn and to use the new tools (Sherman), which may not.

In higher education, we find that more and more institutions are offering entire classes over the Internet (Van Gorp and Boysen; Draves), partly because of student demand (Green; Grahn; Abraham; Draves; Juliano; Sherritt and Basom; Dugan, et al;). The proliferation of classes, however, does not ensure educational rigor or quality nor satisfaction with the educational experience either on the part of the instructor or the student. In part, instructor dissatisfaction is caused by workload. Instructors have found that Internet classes require more training on their part (Pankey; Hecht and Schoon; Green), are more time-consuming (Liu and Thompson; Hecht and Schoon; Hecht and Hecht), require more preparation (Liu and Thompson) and decrease the amount of student/instructor and student/student interaction (Liu and Thompson; Hecht and Hecht; Hiltz).

However, the difficulties perceived in higher education and the reluctance on the part of some in both higher education and in K-12 could be, in part, because the limits of the technology itself are not being utilized (Hiltz; Abraham; Harris and Wambeam; Monahan). If even the reluctant faculty understand the ease of adding Internet elements to the curriculum and how painless it can be, then reluctance can turn to acceptance and to actual excitement.

Both long-experienced and novice teachers can benefit from the innovations of technology. One of the advantages to adding Internet elements to a class is that it forces the developer to rethink curriculum that may be static: it forces the question of how people learn and to further consider the relationship of teaching and learning. In a writing class, the major question can be how one can create an effective on-line learning community. Specific aspects of curriculum made possible by technology can answer this question. Those aspects include

- the Journal in which student work is shared with the instructor and writer and instructor can comment on the work;
- the Web Bibliography of Internet sources related to topics under discussion;
- the Shared Document, in which students may comment on each others' work;
- the Threaded Discussion, a guided discussion—or bulletin board—in response to specific questions, generally posed by the instructor;
- the Synchronous Chat, real-time class discussion which has a log function;
- the Asynchronous Chat, asynchronous class discussion with a log function.

Based on reflection, critical thinking, and the recursive nature of writing, techniques available in Web-based classes can more tightly link teaching and learning. In addition, Web resources can enhance the traditional classroom. Just as all of the aforementioned tools can be used together to create an entire writing curriculum on-line, each of the tools can be used in isolation as an enhancement of a writing curriculum already in place. Thus the Web can serve as the sole source of an entire class or can be used as a supplement to a writing class.

Even though barriers to education on the Web exist, the Web itself makes education more readily available. Barriers are real. One such barrier is lack of access to technology. However, increasingly, public arenas are offering access: libraries, schools, cultural centers, etc. Another barrier can be language, the stile to which is readily available translation programs. In addition, people from different cultures and backgrounds may find educational ideals and premises of American curriculum disconcerting. Probably the greatest barrier to education is the absence of "high touch" (Alvin Toffler), that is, face-to-face interaction. Despite these objections to technologically-based education, the technology itself presents some advantages. It removes barriers of race, gender, location, age, etc. This allows usually "suppressed or silent voices" (NCTE "Call for Program Proposals") to be heard.

If we take into account the falling barriers to technological education, the advantages that can accrue from it, and the economic push for it, we can see that Web-based instruction will remain a growing phenomenon. Our task is to see how Web-based instruction can approach the best of traditional education and incorporate reflection, critical thinking, and the recursive nature of writing.

Rogers State University has an extensive on-line program. Not only are several associate's degrees offered on-line, three bachelor's programs will be offered on the Web. As a part of those degrees, on-line and on site, the Department of Communications and Fine Arts has developed a coordinated curriculum for its writing classes that is in place in the traditional classroom and in the on-line offerings. Composition I goals are the entrance standards for

Composition II. Composition II exit goals become the entrance standards for Topics in Advanced Composition. Creative writing classes, which are intrinsically different from expository writing classes, utilize skills that students practice in composition classes. Developing goals and designing the curriculum is the task of the writing faculty. Our decision was to start with the goals and objectives we had established for traditional on-site classes and to translate them for the Web-based classes. Our rallying cry became "Start with the curriculum."

Starting with the curriculum means starting with the goals that the faculty agrees are the requisite ones for the class(es) under discussion. Based on surveys of the faculty of the entire university, surveys of faculty in English and in other programs at other universities, and surveys of area businesses, the RSU faculty determined the following goals and requirements for the first course in composition:

Minimum Student Competencies to Be Achieved in All Composition I Classes

The student should be able to demonstrate ability to–

1. write a well-developed, well-supported 400-1000 word essay, using formal essay structure, with minimum of grammatical and mechanical errors;
2. write a short researched essay/body section of essay, using one or more forms of standard documentation, such as MLA, APA, etc.;
3. use library to do research for an essay;
4. summarize an article;
5. use the writing process: pre-writing, planning, organizing, drafting, revising, editing;
6. write a well-developed and supported answer to an essay test question;
7. write a supported, logical short essay in 50 minutes (ACT/SAT style)

Minimum Class Requirements for Students in All Composition I Classes

To receive credit for Composition I, the minimum requirement for each student will be to

1. take a pre- and post-test on grammar, sentence structure, spelling, and punctuation;
2. write five graded essay equivalents, including not less than three graded essays, selected from the development modes of description, process, example, cause and effect/analysis, comparison/contrast, classification, argument/persuasion, and definition, each graded essay reflecting the writing process;
3. use selections from each of the required textbooks;
4. summarize an article
5. write at least one answer to an essay test question;
6. write one or more graded short essays (SAT/ACT style) in class in 50 minutes.

* Essay equivalents may include a major revision project, a series of three or more paragraphs, a series of five or more summaries, a research project. **Individual instructors may require more assignments, exercises, projects, essays, etc., but may NOT require less.**

These goals and requirements, arrived at on the basis of the research and on the basis of consensus of all full-time writing faculty, appear in a "common syllabus" that is followed by all full- and part-time faculty at RSU on all three campuses. With these goals and requirements for Composition I in place, the faculty developed goals and requirements for Composition II:

Minimum Student Competencies to Be Achieved in all Composition II Classes

The student should be able to demonstrate ability to–

1. write a well-developed, well-supported 600-1500 word essay, using formal essay structure, with minimum of grammatical and mechanical errors;
2. write a well-developed, well-supported 600-1500 word documented essay, using five or more sources, using a standard form of documentation, such as MLA;
3. evaluate and use library sources, including on-line data bases, Internet, etc., for research essays;
4. summarize and evaluate multi-disciplinary essays chosen from **four of the following areas: social science, natural science, film, pop culture, and literature**;
5. use the writing process: pre-writing, planning, organizing, drafting, revising, editing;
6. write a well-developed and supported answer to an essay test question;
7. write a supported, logical short essay in 50 minutes (ACT/SAT style).

Minimum Class Requirements for Students in All Composition II Classes

In order to receive credit for Composition II, the minimum requirement for each Composition II student will be to

1. take the pre- and post-assessment tests;
2. write **five graded essay equivalents**,* including not less than **three graded essays**, using multi-disciplinary and/or literary works as supporting evidence, **one of the three graded essays being a researched essay**, and all graded essays reflecting the writing process;
3. use selections from each of the required textbooks, including multi-disciplinary essays chosen from **four of the following areas: social science, natural science, film, pop culture, and literature**;
4. write at least one answer to an essay test question;
5. write one or more graded short essays (SAT/ACT style) in class in 50 minutes.

* Essay equivalents may include a major revision project, a series of seven or more essay question answers, a series of five or more summary and evaluation combinations. **Individual instructors may require more assignments, exercises, projects, essays, etc., but may NOT require less.**

Exit competencies for Composition II became the entrance competencies in Topics in Advanced Composition (ENG 3123) and, based on those competencies, we developed exit competencies for Advanced Composition:

Minimum Competencies in Topics in Advanced Composition

The student should be able to demonstrate ability to–

1. write well-developed, well-supported 600-1500 word documented essay, using formal essay structure, with minimum of grammatical and mechanical errors, using five or more sources, using a standard form of documentation, such as MLA;
2. evaluate and use library sources, including on-line data bases, Internet, etc., for research essays;
3. summarize and evaluate multi-disciplinary essays;
4. use the writing process: pre-writing, planning, organizing, drafting, revising, editing; and
5. write a supported, logical short essay in 50-75 minutes (ACT/SAT style).

Each of the courses builds on the strengths developed in the preceding course and, in fact, contains a number of commonalties, among them the use of the writing process at all levels of composition. As another common factor, the faculty even determined a rubric on which to grade essays:

Academic Criteria [Composition Rubric]

CONTENT	(0-25 points)	
Excellent	25 points	no improvement necessary
Very Good	24, 23	writer's own truth, original perception, narrow enough to be clearly and completely developed by specifics; appropriate to audience/purpose; substantive; thorough development of thesis; relevant to topic; creative
Good	22, 21	has many of characteristics of truth/perception/ appropriateness, development, relevance, but lacks thoroughness, freshness, creativity
Average	20, 19	some perception of subject; adequate range; limited development; mostly relevant to topic--lacks detail; reasonably well-developed, but lacking completeness; good content, but lacking organization
Fair-Poor	18, 17, 16	limited perception of topic; little substance; little development
Very Poor	15-11	little perception of the subject; non-substantive; not pertinent to subject; not enough to evaluate
ORGANIZATION	(0-15)	
Excellent	15	no improvement necessary
Very Good	14, 13	fluent expression; ideas clearly slated/supported; succinct; well-organized; logical sequencing; cohesive
Good-Average	12, 11	organized but predictable; obvious/mechanical organization; occasional blurring of purpose
Fair	10	focus blurred; poor beginning/ending; weak movement, repetition, paragraphing, proportion; lacking transitions
Poor	9, 8	ideas confused/rambling; lacks logic/sequence; not focused/no main point
Very Poor	7, 6	doesn't communicate; no organization; too little to evaluate
VOICE, TONE, DICTION	(0-15)	
Excellent	15	no improvement necessary
Very Good	14, 13	sophisticated range; precise word choice/usage; word form mastery; appropriate tone; effective figurative language
Good-Average	12, 11	adequate range; somewhat vague; occasional errors of word form, choice, use; clichés, slang; redundancies; little or no figurative language
Very Poor	8, 7	meaning confused or obscured; inappropriate use of language
SENTENCE STRUCTURE	(0-15)	
Excellent	15	no improvement necessary
Very Good	15, 14	sentence variety; mastery of compound-complex structure/tense/ parallelism/agreement/number/word function/pronouns/prepositions
Good-Average	13, 12, 11	undistinguished; generally unified/correctly constructed--few slips in unity or clarity, some dull sentences; generally lacking in positive qualities

Fair/Poor	10, 9	occasional lack of unity/ clarity; sentences noticeably thin and immature, repetitious patterns, wordy structures
Poor	8, 7	marked lack of unity or clarity
Very Poor	6, 5	communication seriously impeded by lack of unity/clarity
PUNCTUATION	(10-0)	One point deduction for each error
USAGE, MECHANICS	(10-0)	One point deduction for each error
SPELLING/READABILITY	(10-0)	One point deduction for each error: Manuscript form, carelessness, excessive errors also affect this area.

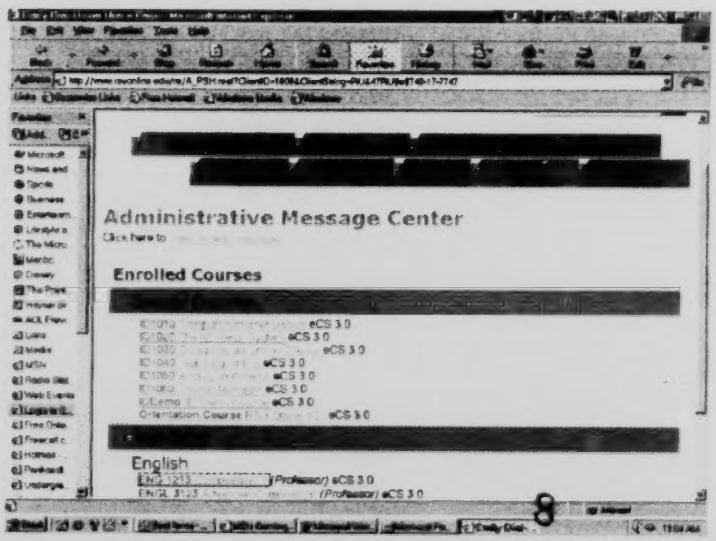
NOTE: DOCUMENTED PAPERS (papers assigned which should be documented) may lose additional points if incorrectly documented. For example, a paper might lose 10-20 points if it lacks correct Works Cited format and 10-20 points if it lacks internal, parenthetical documentation, etc.

After the faculty had determined the goals, requirements, and rubric for the composition program, the dilemma remained of how to translate the courses to the Web. Again, the faculty began with the curriculum, using those same parameters developed for traditional on-site classes to develop the on-line classes. The above-noted minimum competencies appear as part of the syllabus of the requisite on-line classes and each of the classes fulfills more than the minimum requirements set forth in the common syllabus.

With the goals of the class in place, the faculty's objective was to create a class on-line that replicated as much as possible the creation of a writer's community. Walking through the on-line class allows us to see how well that has worked. The following images, gamered from the on-line classes, come from a proprietary site used by Rogers State University. RSU pays for the server space and help support of this site: the classes and their contents belong to RSU.

Free sites, such as Blackboard, are available. These sites offer much the same services and are open to anyone who desires to set up an entire class or to use only one of the offered tools.

Using the proprietary site as an example, we can see how an entire class and program might be structured. To begin with, as students enter the on-line university, they see the classes in which they are enrolled and choose which class to enter:



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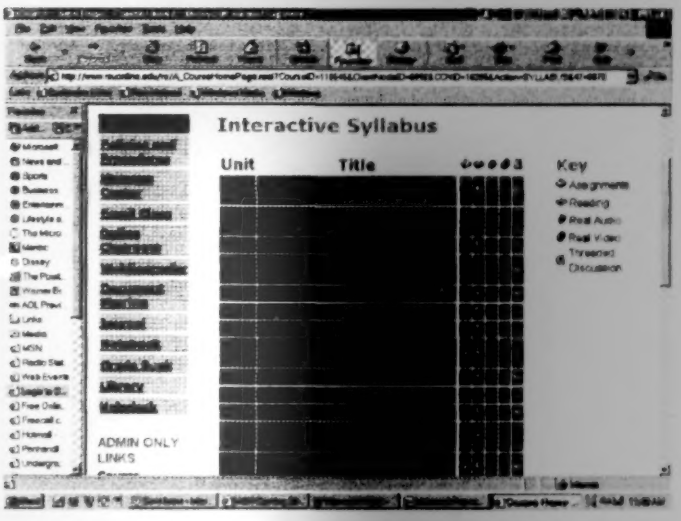
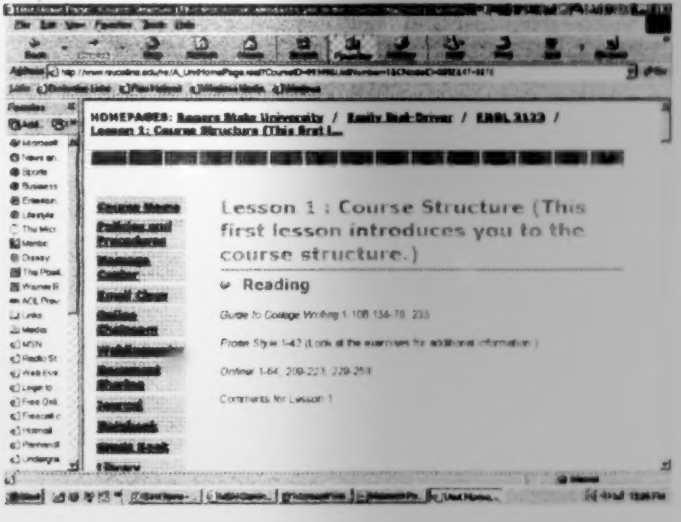
After choosing the class, students see the structure of the class, by lesson, and a menu of choices. The Policies and Procedures section contains the course syllabus and schedule:



Each lesson corresponds to a class lesson.



Lessons contain various items, including readings, video or audio assignments (if one or both are part of the course), assignments, and comments. The Comments section corresponds to a lecture in an on-site course.

Assignments include such things as summaries, evaluations, critiques, letters, essays, etc. Topics in Advanced Composition follows a specific essay cycle:

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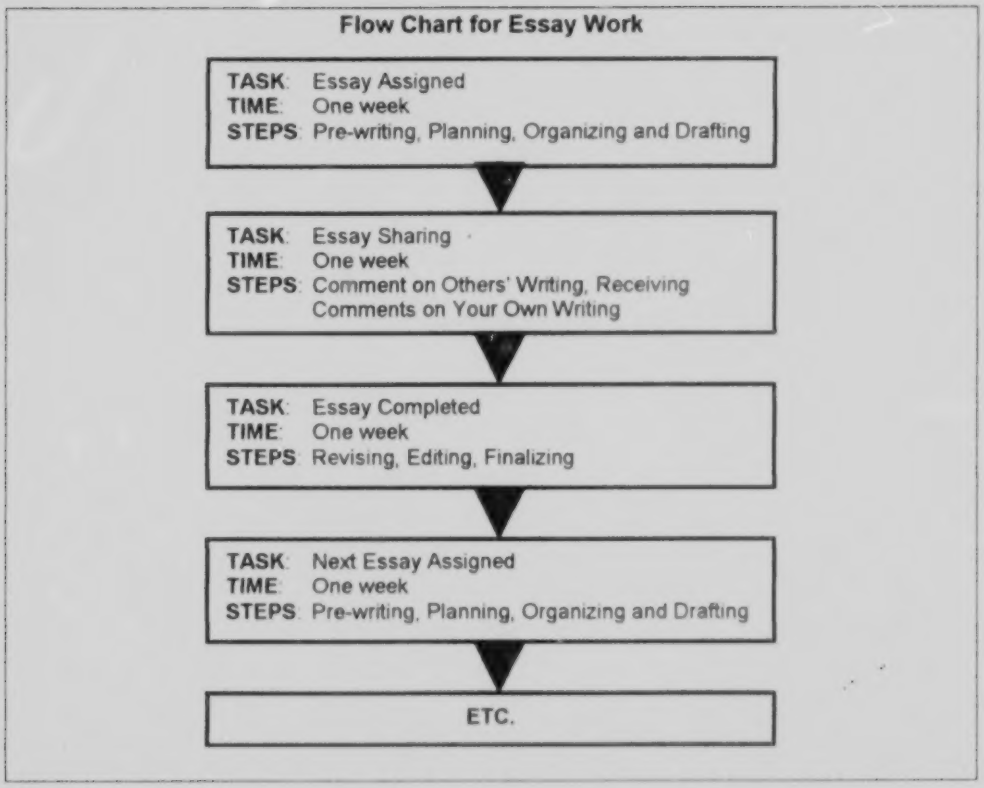
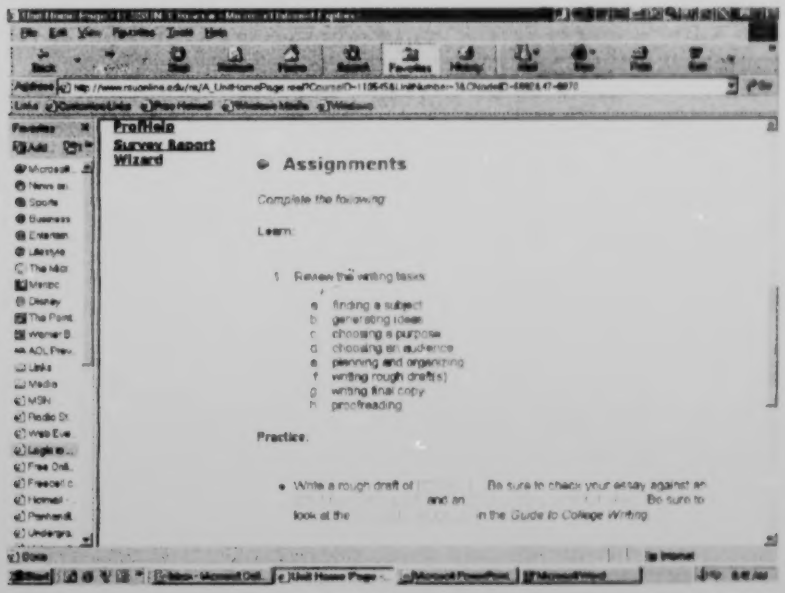

Flow Chart for Essay Work
TASK: Essay Assigned
TIME: One week
STEPS: Pre-writing, Planning, Organizing and Drafting
TASK: Essay Sharing
TIME: One week
STEPS: Comment on Others' Writing, Receiving Comments on Your Own Writing
TASK: Essay Completed
TIME: One week
STEPS: Revising, Editing, Finalizing
TASK: Next Essay Assigned
TIME: One week
STEPS: Pre-writing, Planning, Organizing and Drafting
ETC.

Assignments will appear with lessons:



Links to the assignment can include a number of items, such as additional requirements:

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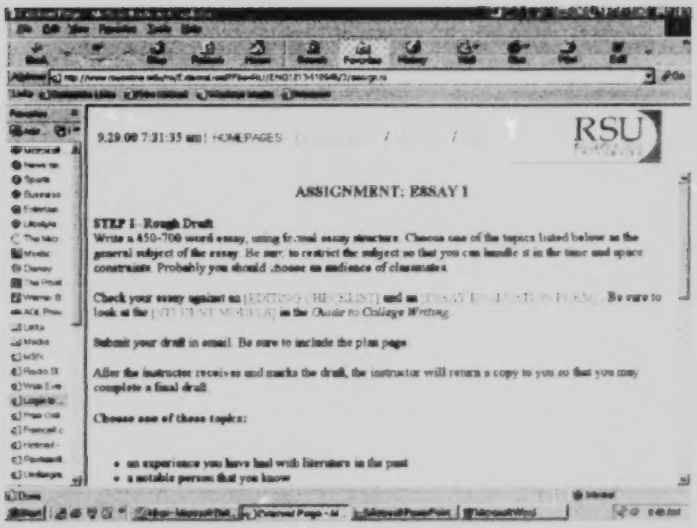

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RSU

ASSIGNMENT: ESSAY 1

STEP 1: Rough Draft

Write a 450-700 word essay, using formal essay structure. Choose one of the topics listed below as the general subject of the essay. Be sure to restrict the subject so that you can handle it in the time and space constraints. Probably you should choose an audience of classmates.

Check your essay against an [EDITING CHECKLIST] and an [ESSAY EVALUATION FORM]. Be sure to look at the [TROUBLESPOT GUIDE] in the *Guide to College Writing*.

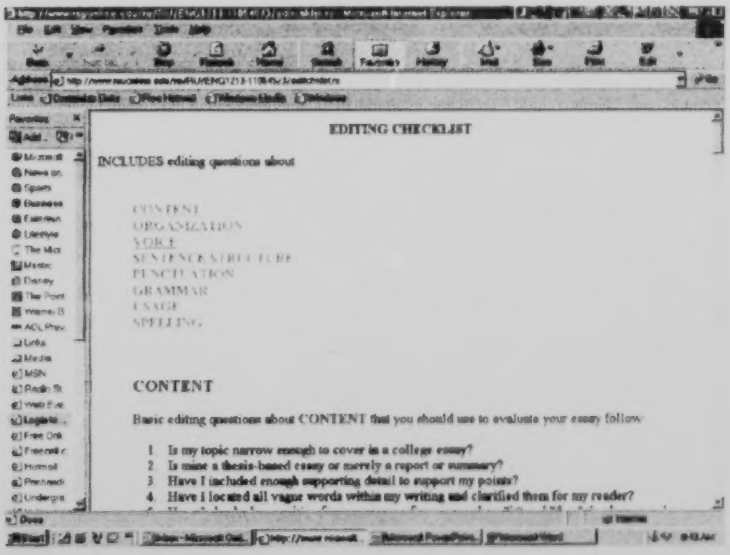
Submit your draft in email. Be sure to include the plan page.

After the instructor receives and marks the draft, the instructor will return a copy to you so that you may complete a final draft.

Choose one of these topics:

- an experience you have had with literature in the past
- a notable person that you know

Links can also include additional aids, such as editing checklists:



EDITING CHECKLIST

INCLUDES editing questions about

CONTENT
ORGANIZATION
VOICE
SENTENCE STRUCTURE
PUNCTUATION
GRAMMAR
USAGE
SPELLING

CONTENT

Basic editing questions about CONTENT that you should use to evaluate your essay follow:

1. Is my topic narrow enough to cover in a college essay?
2. Is mine a thesis-based essay or merely a report or summary?
3. Have I included enough supporting detail to support my points?
4. Have I located all vague words within my writing and clarified them for my reader?

essay evaluation forms:

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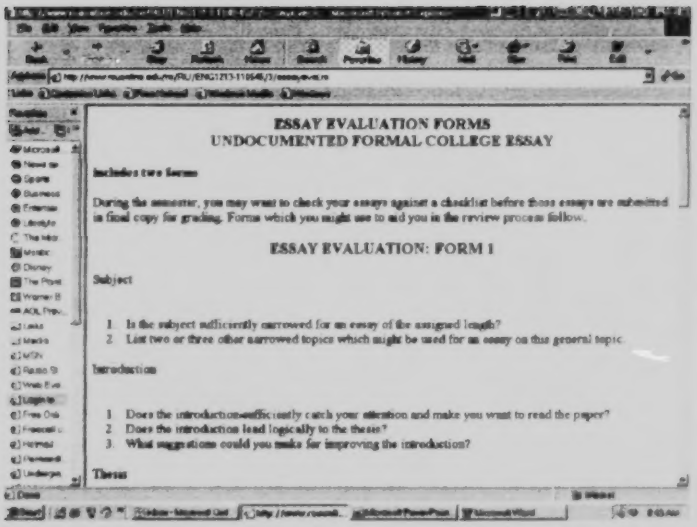


ESSAY EVALUATION FORMS
UNDOCUMENTED FORMAL COLLEGE ESSAY

Includes two forms

During the semester, you may want to check your essays against a checklist before those essays are submitted in final copy for grading. Forms which you might use to aid you in the review process follow.

ESSAY EVALUATION: FORM 1

Subject

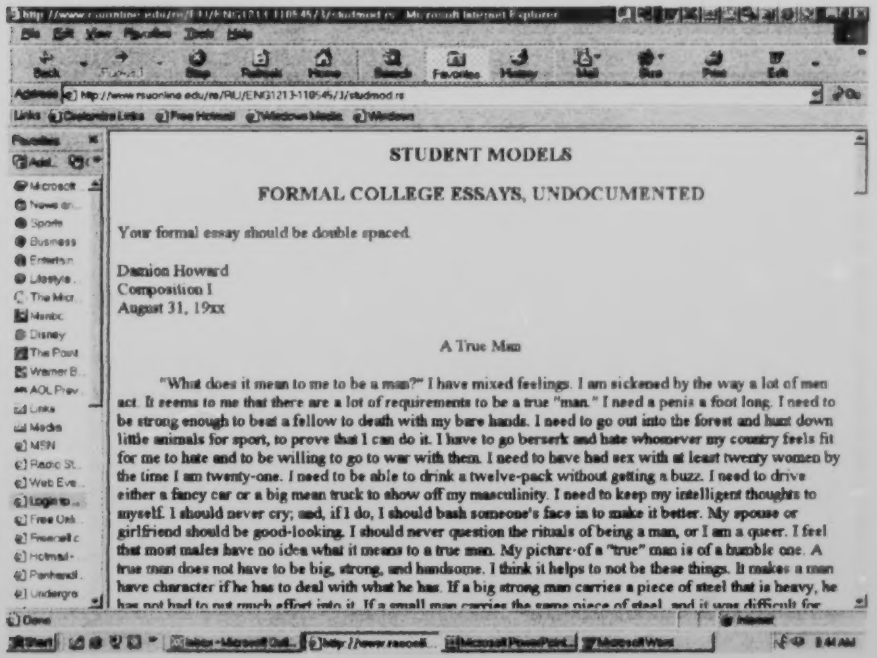
1. Is the subject sufficiently narrowed for an essay of the assigned length?
2. List two or three other narrowed topics which might be used for an essay on this general topic.

Introduction

1. Does the introduction sufficiently catch your attention and make you want to read the paper?
2. Does the introduction lead logically to the thesis?
3. What suggestions could you make for improving the introduction?

Thesis

and model essays:



STUDENT MODELS

FORMAL COLLEGE ESSAYS, UNDOCUMENTED

Your formal essay should be double spaced.

Damion Howard
Composition I
August 31, 19xx

A True Man

"What does it mean to me to be a man?" I have mixed feelings. I am sickened by the way a lot of men act. It seems to me that there are a lot of requirements to be a true "man." I need a penis a foot long. I need to be strong enough to beat a fellow to death with my bare hands. I need to go out into the forest and hunt down little animals for sport, to prove that I can do it. I have to go berserk and hate whomever my country feels fit for me to hate and to be willing to go to war with them. I need to have had sex with at least twenty women by the time I am twenty-one. I need to be able to drink a twelve-pack without getting a buzz. I need to drive either a fancy car or a big mean truck to show off my masculinity. I need to keep my intelligent thoughts to myself. I should never cry; and, if I do, I should bash someone's face in to make it better. My spouse or girlfriend should be good-looking. I should never question the rituals of being a man, or I am a queer. I feel that most males have no idea what it means to a true man. My picture of a "true" man is of a humble one. A true man does not have to be big, strong, and handsome. I think it helps to not be these things. It makes a man have character if he has to deal with what he has. If a big strong man carries a piece of steel that is heavy, he has not had to put much effort into it. If a small man carries the same piece of steel, and it was difficult for

One curricular item with which some faculty may be particularly concerned is the development of bibliographies. In an on-site class bibliographies may be collected and collated by teacher and students and then passed out to the entire class. The Web bibliography, a bibliography appearing on-line, serves the same purpose:

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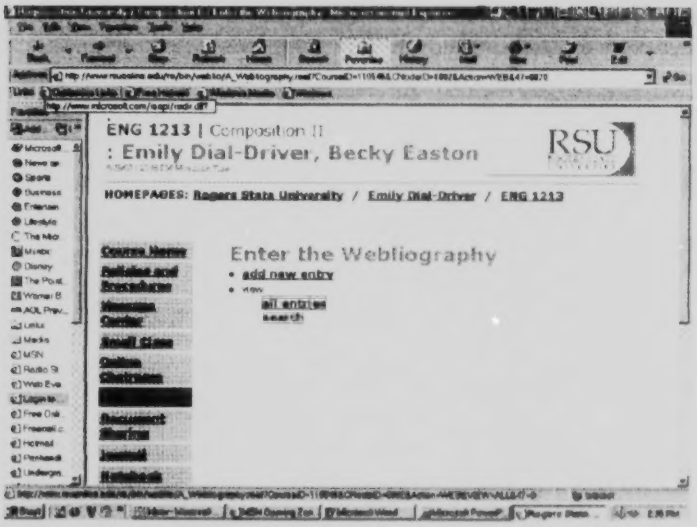
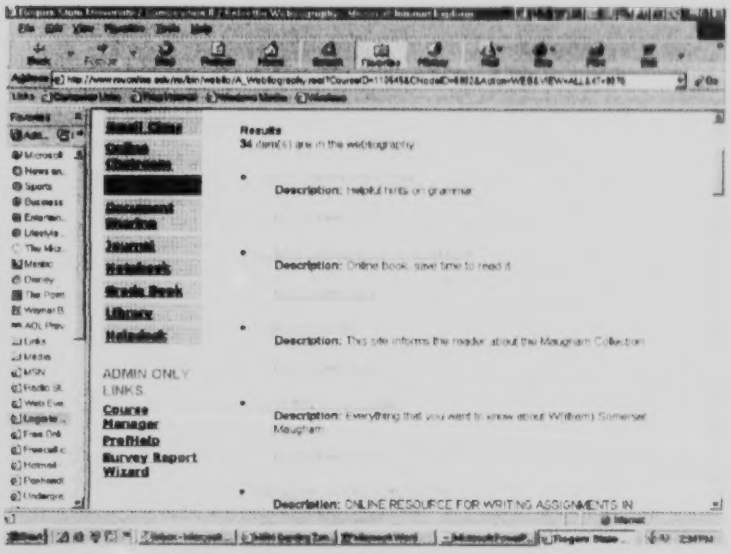
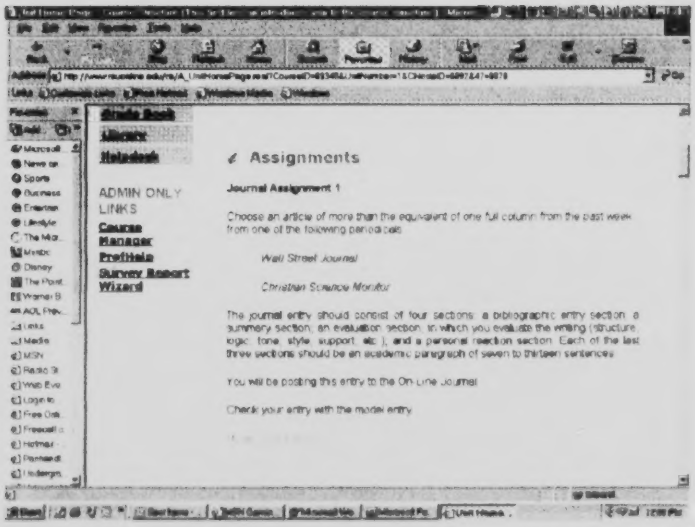


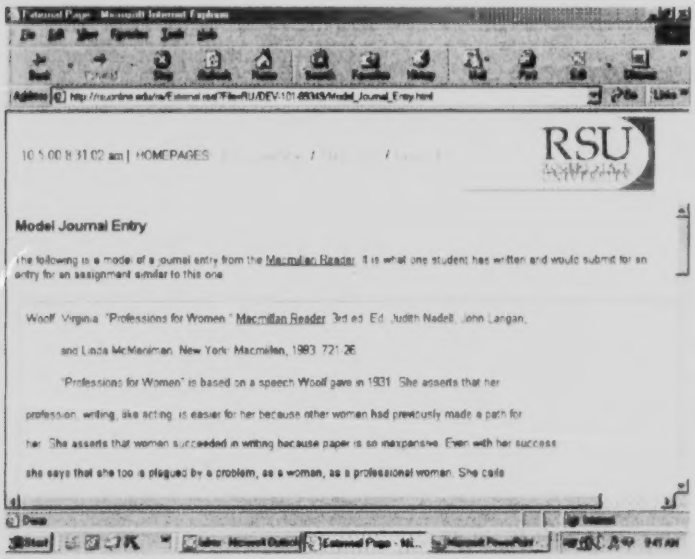
The Web bibliography has the advantage of live links, allowing students to directly link to the resource site with a click of the mouse:



Students may also keep structured or unstructured journals on-line.


Assignments
ADMIN ONLY LINKS
Course Manager
Profitelo
Survey Report Wizard
Journal Assignment 1
Choose an article of more than the equivalent of one full column from the past week from one of the following periodicals:
Wall Street Journal
Christian Science Monitor
The journal entry should consist of four sections: a bibliographic entry section, a summary section, an evaluation section (in which you evaluate the writing (structure, logic, tone, style, support, etc.), and a personal reaction section. Each of the last three sections should be an academic paragraph of seven to thirteen sentences.
You will be posting this entry to the On-Line Journal.
Check your entry with the model entry.

For this class, journal assignments are structured, requiring the students to read articles from specified periodicals and write entries that include bibliographic data, a summary of the article, and a reaction/evaluation of the article. So students more readily understand the assignment requirements, model entries are available at the click of a mouse.


RSU
Model Journal Entry
Woolf, Virginia. "Professions for Women." Macmillan Reader. 3rd ed. Ed. Judith Nadell, John Langan, and Linda McMeniman. New York: Macmillan, 1993. 721-26.
"Professions for Women" is based on a speech Woolf gave in 1931. She asserts that her profession, writing, like acting, is easier for her because other women had previously made a path for her. She asserts that women succeeded in writing because paper is so inexpensive. Even with her success she says that she too is plagued by a problem, as a woman, as a professional woman. She calls

Although the previous examples are strictly from a university perspective, any level, except the very youngest, can use on-line journaling, as well as other tools. For example, a first grader in Michigan made these unstructured journal entries:

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> 11-16-99 Ones wen Dad was at grandmas hous he saw a posom playing dead. he caled mom and toled her about the posum playing posum She cam ofer it toc 12 minites to get up wall we wachted in the shop then we saw it get up we got out uf the shop and saw it it was not playing posum aney mor erleyer befor dad cald rex thot he ciled it becus he walkd up in front of the shop and showd dad he was so prowe of himself he sed look wut i found. [Translation for non-first-grade teachers! "Once, when Dad was at Grandma's house, he saw a possum playing dead. He called Mom and told her about the possum playing possum. She came over. It took 12 minutes to get up. Well, we watched in the shop. Then we saw it get up. We got out of the shop and saw it was not playing possum any more. Earlier, before Dad called, Rex [the dog] thought he killed it because he walked up in front of the shop and showed Dad. He was so proud of himself. He said, 'Look what I found!'"
>
> 2-8-00 today we changed seats and I got to sit by one of my buddeis Ethan the techer said if we talk we ar gowing to get moved really kwik we wont now what happened. [Translation: "Today we changed seats and I got to sit by one of my buddies, Ethan. The teacher said if we talk we are going to get moved [so] really quick we won't know what happened."]

These entries, in response to prompts, appear in a first grader's journal; the school is in Hawaii.

> [Prompt: Tell about your family.]
> My family is very large. I have my dad, my mom, my brother and me. I have the best family in hawiia my brother says. But I don't know about that. So I always close my ears around my brother. So he dose not say it inemore. So I am always happy at my house.
>
> [Prompt: If money grew on trees. . .]
> If money grew on trees I would take it. I'd take it because I was poor. I was poor because I had no money. I had no money because the police took the money. The police took the money because we broke the law. We broke the law because we forgot about the law.

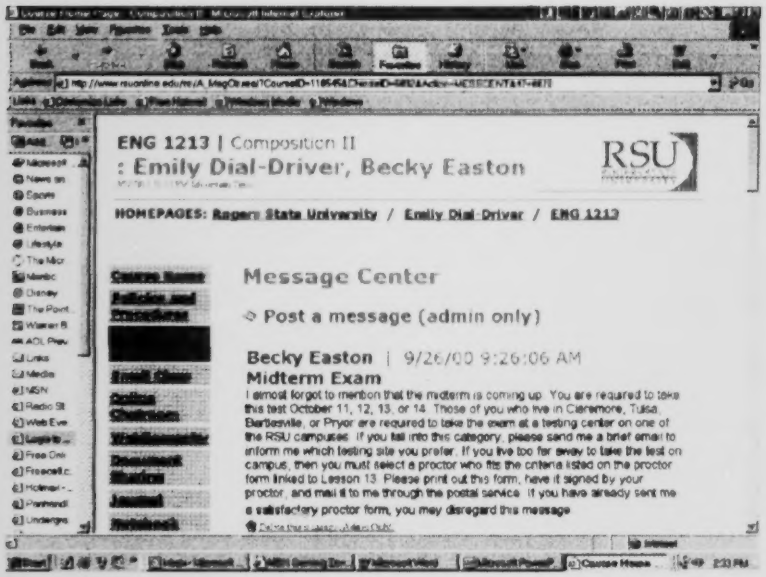
A fourth grader in Michigan generated the research paper about bats from which this entry is excerpted:

> Some people think bats are yucky, insect-eating things. But actually bats are very useful animals. They eat a very large amount of insects each night. If it weren't for bats, there would be way too many insects in the world. Bats also help farmers, too. Bat guano (GWAN-o), also known as bat poop, is like fertilizer. These reasons are why some people put bat-boxes out. My uncle David has one.

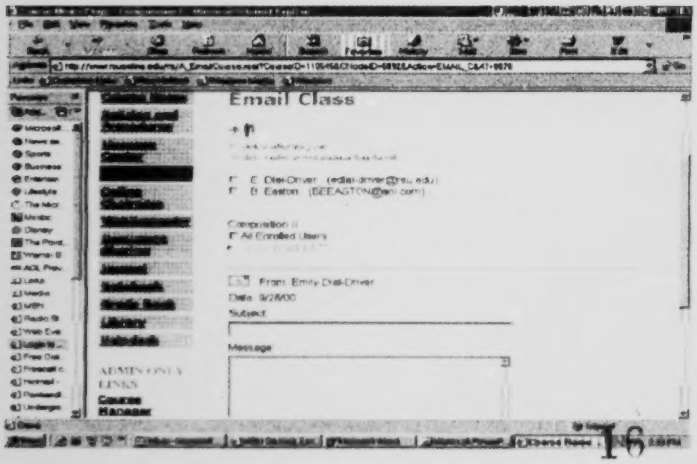
Teachers can also put creative writing on-line. This entry from a fourth-grader in Michigan is a haiku:

> Fog
>
> A seeping grey mist.
> Heavy, grey, and see-throughy.
> Flowing over rocks.

Thus, students at all levels have access to assignments and resources on-line, just as they have access on-site. Teachers, however, are accustomed to many different kinds of communication aside from simply giving assignments. One issue is how to replicate an instructor speaking to an entire class. Lectures appear as Comments and can be accompanied by PowerPoint slide shows, audio or video. But in an on-site class teachers may also want to make announcements of events, news, exciting developments, etc. An on-line class can present the opportunity to make full-class declarations. On one of the entry pages, instructors can correspond with all the students who access the class, just as they can make statements in an on-site class.


ENG 1213 | Composition II
: Emily Dial-Driver, Becky Easton
RSU
HOMEPAGES: Rogers State University / Emily Dial-Driver / ENG 1213
Message Center
Post a message (admin only)
Becky Easton | 9/26/00 9:26:06 AM
Midterm Exam
I almost forgot to mention that the midterm is coming up. You are required to take this test October 11, 12, 13, or 14. Those of you who live in Claremore, Tulsa, Bartlesville, or Pryor are required to take the exam at a testing center on one of the RSU campuses. If you fall into this category, please send me a brief email to inform me which testing site you prefer. If you live too far away to take the test on campus, then you must select a proctor who fits the criteria listed on the proctor form linked to Lesson 13. Please print out this form, have it signed by your proctor, and mail it to me through the postal service. If you have already sent me a satisfactory proctor form, you may disregard this message.

In addition to class announcements, instructors may wish to have private communication with various students. On-line teachers can keep in touch with each student individually, by e-mail:



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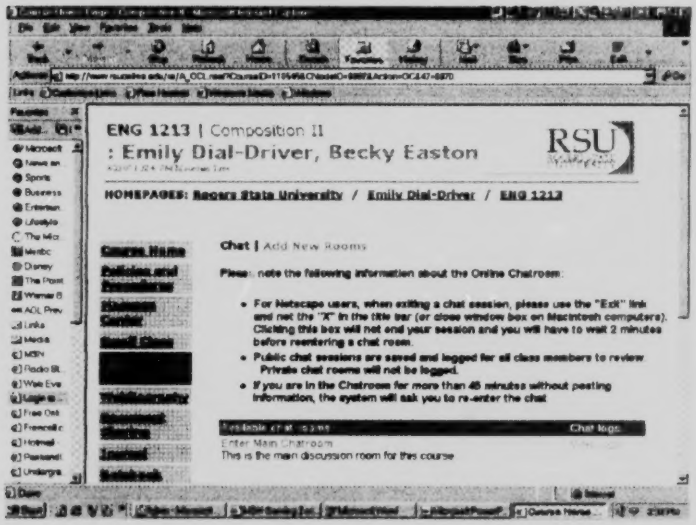
With teacher/entire class announcements (Message Boards) and instructor/student communication (e-mail) taken care of, the faculty addressed the problem of student/student communication. Student/student communication is one of the strengths of an on-site class. Students may learn more from each other than they do from the teacher. How can an on-line class replicate that experience?

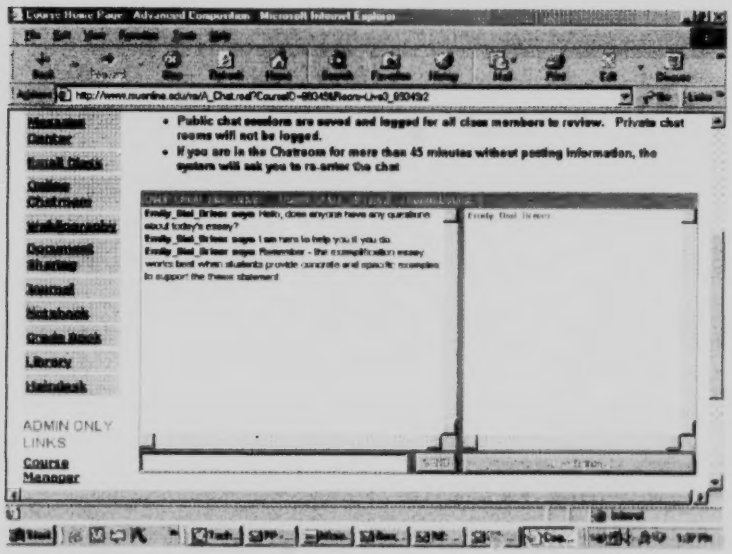
One obvious way for the individual class members to communicate with each other is through individual e-mail, which can be the equivalent of passing notes, or can be a discussion about assignments, etc.

The class or small-group discussion is another curricular tool that provides an opportunity to students to share perceptions and information. One way to have an on-line class discussion is through chat rooms, both synchronous and asynchronous. With a synchronous chat, instructors schedule a time, such as Monday at 7:30 p.m. EST, at which students are asked to "appear" on-line and discuss the topic at hand. Students then "chat" or "talk" with each other, in print, just as they would talk together in class. The teacher can be as present or as unobtrusive as he or she wishes. The difficulty, of course, is that students often sign up for on-line classes because they have scheduling conflicts, making a synchronous chat difficult for some and impossible for others. With an asynchronous chat, students may appear—log on—at any time during a designated period, such as Monday 7:00 a.m. EST to Friday 9:00 p.m. EST. They may then "talk" to each other when it is convenient for them. Of course, an asynchronous chat may require students to log–in to the chat more than once so they can have the benefit of more than a few sentences to read and respond to.

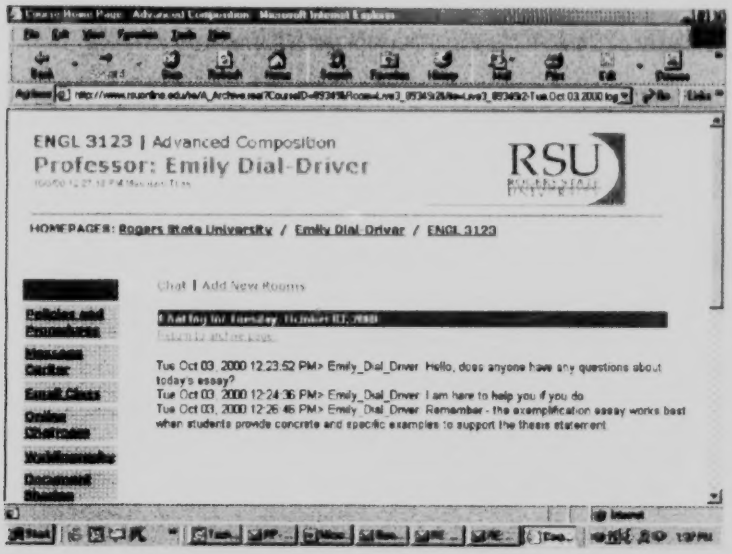

ENG 1213 | Composition II
: Emily Dial-Driver, Becky Easton
RSU
HOMEPAGES: Rogers State University / Emily Dial-Driver / ENG 1213
Chat | Add New Rooms
Please note the following information about the Online Chatroom:
For Netscape users, when exiting a chat session, please use the "Exit" link and not the "X" in the title bar (or close window box on Macintosh computers). Clicking this box will not end your session and you will have to wait 2 minutes before reentering a chat room.
Public chat sessions are saved and logged for all class members to review. Private chat rooms will not be logged.
If you are in the Chatroom for more than 45 minutes without posting information, the system will ask you to re-enter the chat.
Chat logs:
Enter Main Chatroom
This is the main discussion room for this course

BEST COPY AVAILABLE

Students and teachers can scroll through both synchronous and asynchronous chats to review past comments:


Public chat sessions are saved and logged for all class members to review. Private chat rooms will not be logged.
If you are in the Chatroom for more than 45 minutes without posting information, the system will ask you to re-enter the chat
ADMIN ONLY LINKS
Course Manager

Students and teachers can review full conversations in both synchronous and asynchronous chats through logs, or archives.


ENGL 3123 | Advanced Composition
Professor: Emily Dial-Driver
RSU
HOMEPAGES: Rogers State University / Emily Dial-Driver / ENGL 3123
Chat | Add New Rooms
Tue Oct 03, 2000 12:23:52 PM> Emily_Dial_Driver: Hello, does anyone have any questions about todays essay?
Tue Oct 03, 2000 12:24:36 PM> Emily_Dial_Driver: I am here to help you if you do.
Tue Oct 03, 2000 12:26:46 PM> Emily_Dial_Driver: Remember - the exemplification essay works best when students provide concrete and specific examples to support the thesis statement.

Another student/student communication tool, like a class discussion and also similar to an asynchronous chat, is the threaded discussion, which is not unlike a bulletin board on which students can post comments:

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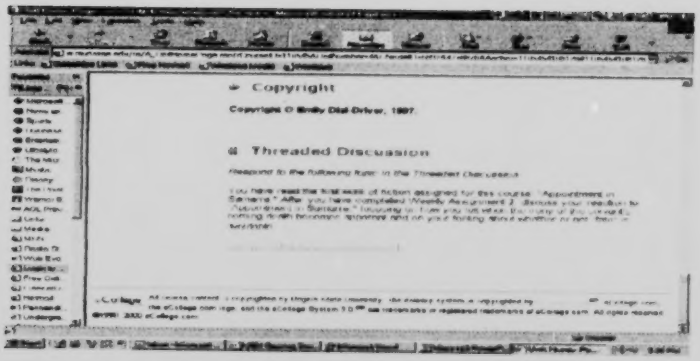
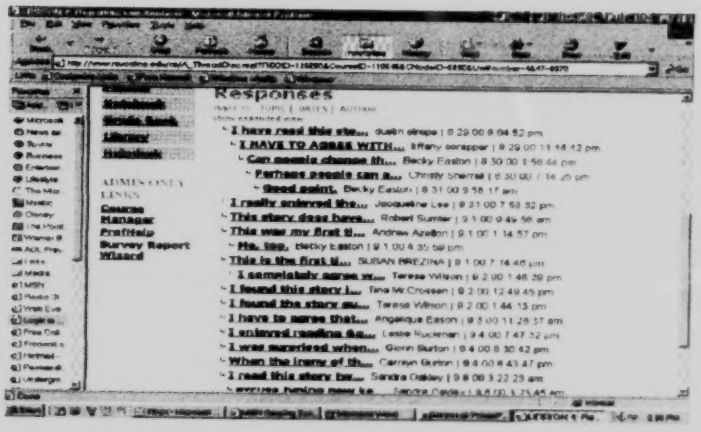
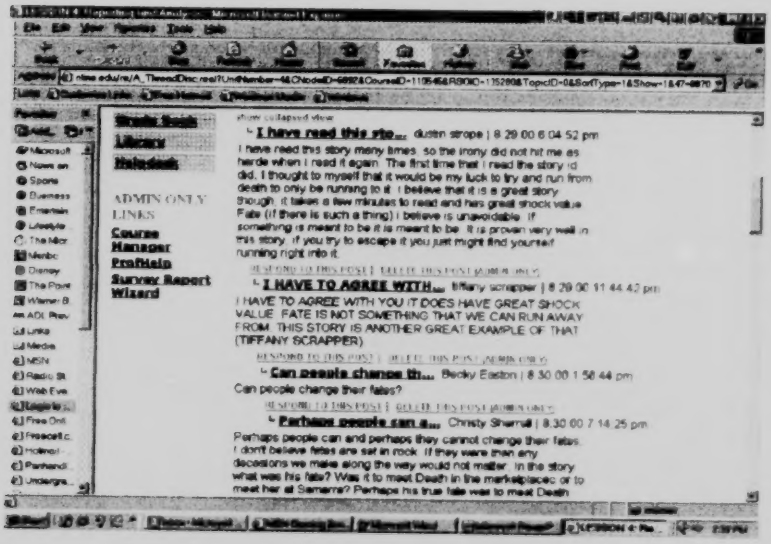


Students can comment on the discussion prompt or can comment on each other's comments:



Comments can become integrated and interesting:


Grade Book
Library
Helpdesk
ADMIN ONLY LINKS
Course Manager
ProHelp
Survey Report Wizard
I have read this sto... dustin strope | 8 29 00 6 04 52 pm
I have read this story many times, so the irony did not hit me as harde when I read it again. The first time that I read the story id did, I thought to myself that it would be my luck to try and run from death to only be running to it. I believe that it is a great story though, it takes a few minutes to read and has great shock value. Fate (if there is such a thing) I believe is unavoidable. If something is meant to be it is meant to be. It is proven very well in this story, if you try to escape it you just might find yourself running right into it.
I HAVE TO AGREE WITH... tiffany scrapper | 8 29 00 11 44 42 pm
I HAVE TO AGREE WITH YOU IT DOES HAVE GREAT SHOCK VALUE. FATE IS NOT SOMETHING THAT WE CAN RUN AWAY FROM. THIS STORY IS ANOTHER GREAT EXAMPLE OF THAT (TIFFANY SCRAPPER)
Can people change th... Becky Easton | 8 30 00 1 56 44 pm
Can people change their fates?
Perhaps people can a... Christy Sherrell | 8 30 00 7 14 25 pm
Perhaps people can and perhaps they cannot change their fates. I don't believe fates are set in rock. If they were then any decisions we make along the way would not matter. In the story what was his fate? Was it to meet Death in the marketplacec or to meet her at Samarra? Perhaps his true fate was to meet Death.

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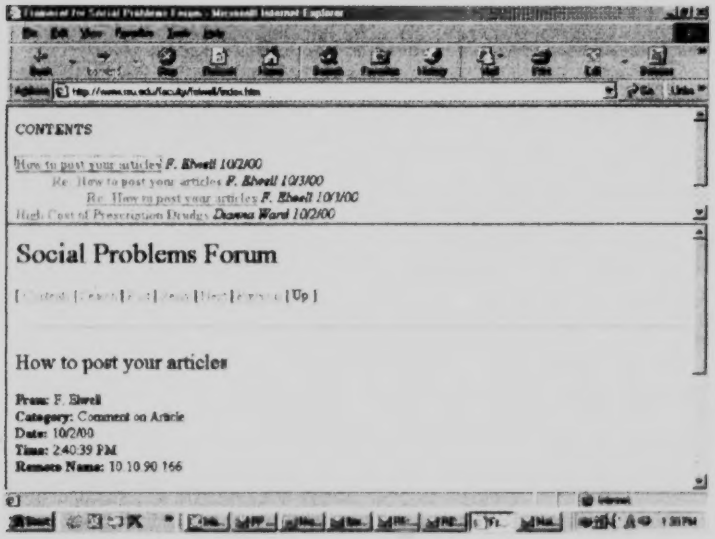
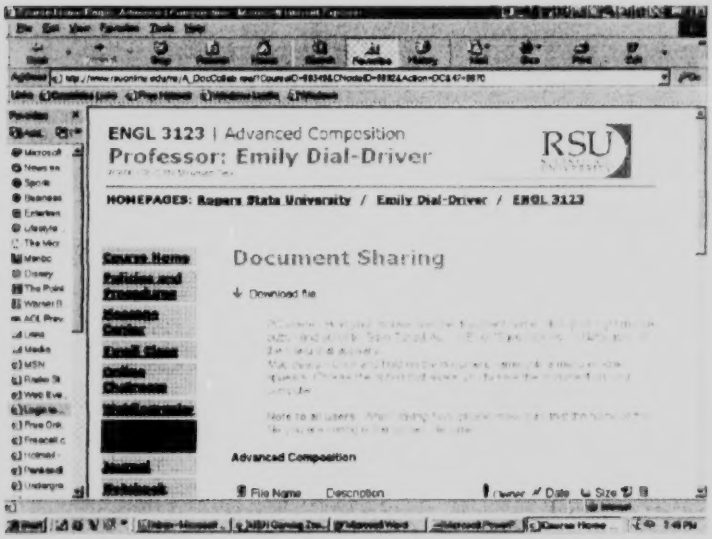
Sharing articles is yet another way to use a threaded discussion:


CONTENTS
How to post your articles F. Ehrell 10/2/00
Re: How to post your articles F. Ehrell 10/3/00
Re: How to post your articles F. Ehrell 10/1/00
High Cost of Prescription Drugs Deanna Ward 10/2/00
Social Problems Forum
[Up]
How to post your articles
From: F. Ehrell
Category: Comment on Article
Date: 10/2/00
Time: 2:40:39 PM
Remote Name: 10.10.90.166

Another student/student communication tool is Document Sharing:



With document sharing, either students or the teacher uploads and posts documents, which are then available to students to download and comment on. For example, a teacher may choose to post articles on the Document Share page so that students can evaluate writing or articles generated by people not in the class or by professional authors. The evaluations are then available for other students in the class to access and to comment on.

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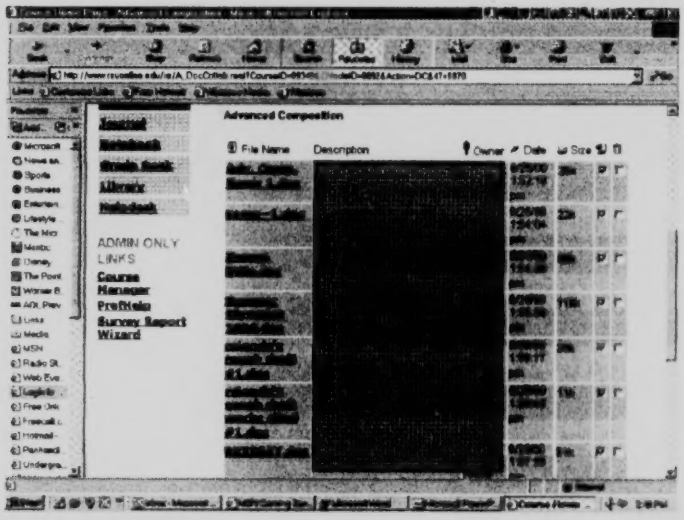
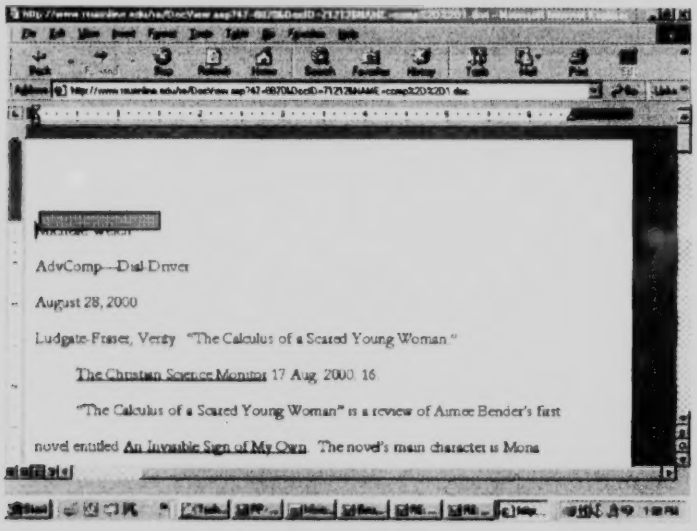
Document Sharing may serve for peer evaluation. The writer generates a document, uploads it and posts it to the page. Another student downloads the document and comments on it. The commenter then uploads and posts the document so the originator can view the comments. Multiple students can comment on each document. This parallel to peer review can, in fact, be extremely useful because it allows time for reflection on both the part of the person who is reviewing the paper and the writer who is receiving the review comments.



Students can access any or all of the listed documents:


AdvComp--Dial-Driver
August 28, 2000
Ludgate-Fraser, Verity "The Calculus of a Scared Young Woman"
The Christian Science Monitor 17 Aug. 2000: 16.
"The Calculus of a Scared Young Woman" is a review of Aimee Bender's first
novel entitled An Invisible Sign of My Own. The novel's main character is Mona

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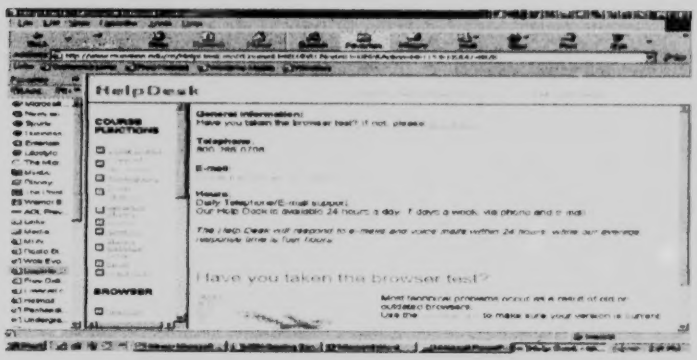
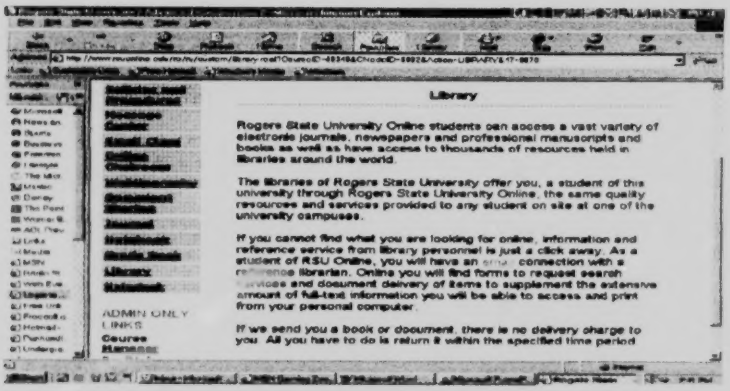
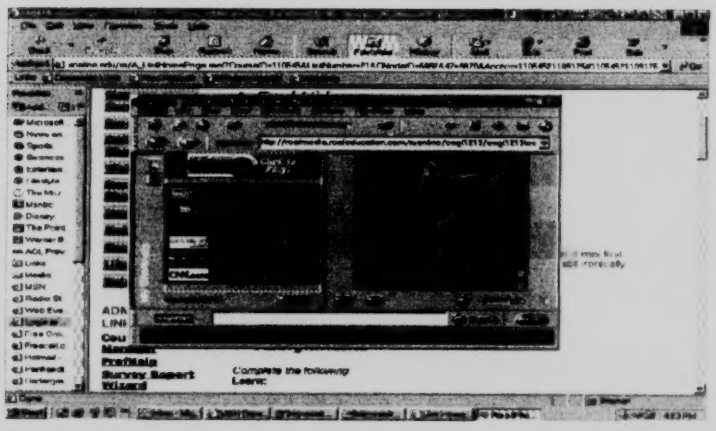
From on-site to on-line classes, assignments and communications can correspond. However, use of technology may necessitate extra resources, such as the help desk, for student and teacher alike.



Teachers can also make library resources available to students:


Library
Rogers State University Online students can access a vast variety of electronic journals, newspapers and professional manuscripts and books as well as have access to thousands of resources held in libraries around the world.
The libraries of Rogers State University offer you, a student of this university through Rogers State University Online, the same quality resources and services provided to any student on site at one of the university campuses.
If you cannot find what you are looking for online, information and reference service from library personnel is just a click away. As a student of RSU Online, you will have an email connection with a reference librarian. Online you will find forms to request search services and document delivery of items to supplement the extensive amount of full-text information you will be able to access and print from your personal computer.
If we send you a book or document, there is no delivery charge to you. All you have to do is return it within the specified time period
ADMIN ONLY LINKS
Courses
Resources

and use tools that enhance the classes, such as PowerPoint or other presentation software, audio and video clips, etc.:



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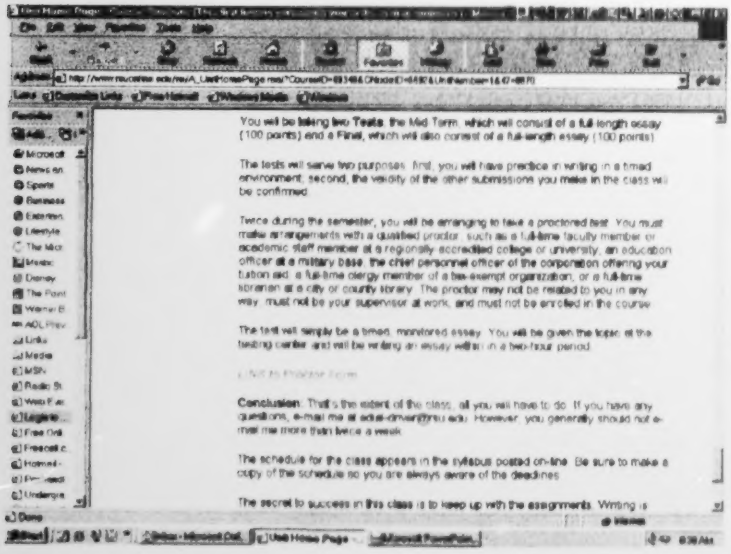
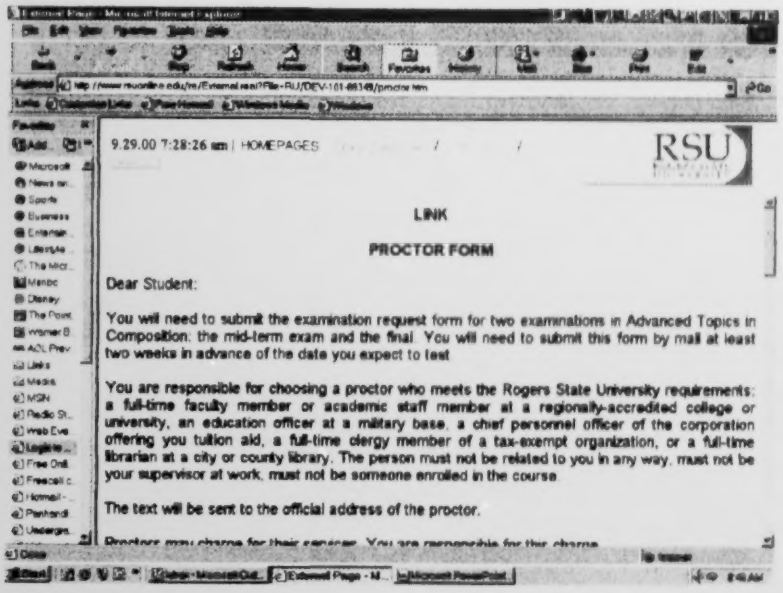
Other tools can include on-line quizzes, automatically scored. Teachers can give tests on-line or ask students to arrange for proctored tests, a situation preferred by accrediting agencies:


You will be taking two Tests, the Mid Term, which will consist of a full length essay (100 points) and a Final, which will also consist of a full-length essay (100 points).
The tests will serve two purposes: first, you will have practice in writing in a timed environment; second, the validity of the other submissions you make in the class will be confirmed.
Twice during the semester, you will be arranging to take a proctored test. You must make arrangements with a qualified proctor, such as a full-time faculty member or academic staff member at a regionally accredited college or university, an education officer at a military base, the chief personnel officer of the corporation offering your tuition aid, a full-time clergy member of a tax-exempt organization, or a full-time librarian at a city or county library. The proctor may not be related to you in any way, must not be your supervisor at work, and must not be enrolled in the course.
The test will simply be a timed, monitored essay. You will be given the topic at the testing center and will be writing an essay within a two-hour period.
Conclusion: That's the extent of the class, all you will have to do. If you have any questions, e-mail me at adal-driver@rsu.edu. However, you generally should not e-mail me more than twice a week.
The schedule for the class appears in the syllabus posted on-line. Be sure to make a copy of the schedule so you are always aware of the deadlines.
The secret to success in this class is to keep up with the assignments. Writing is

Teachers can include requirements for proctors, such as being full-time faculty members of regionally-accredited schools, personnel officers, etc.:


9.29.00 7:28:26 am | HOMEPAGES
RSU
LINK
PROCTOR FORM
Dear Student:
You will need to submit the examination request form for two examinations in Advanced Topics in Composition: the mid-term exam and the final. You will need to submit this form by mail at least two weeks in advance of the date you expect to test.
You are responsible for choosing a proctor who meets the Rogers State University requirements: a full-time faculty member or academic staff member at a regionally-accredited college or university, an education officer at a military base, a chief personnel officer of the corporation offering you tuition aid, a full-time clergy member of a tax-exempt organization, or a full-time librarian at a city or county library. The person must not be related to you in any way, must not be your supervisor at work, must not be someone enrolled in the course.
The text will be sent to the official address of the proctor.

Tools available only to the teacher include the grade book:

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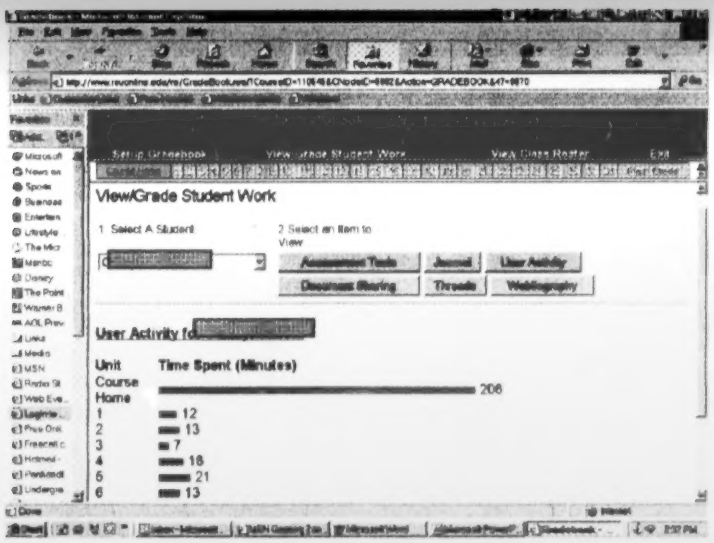

The grade book allows a teacher to look at each student's work individually or to compare students work. This particular site allows a teacher to observe how long each student spends on each lesson, which can be valuable knowledge. Of course, a teacher needs always remember that students can download information from any page for later perusal.

As noted before, the images here are from a proprietary site and show how an on-site curriculum for a total writing class, and in fact an entire writing program, can be transposed to an on-line curriculum. Teachers can use free sites to put entire classes on the Web, but they may choose to use only one or a few of the tools available to augment or supplement an on-site class. Most of the images are drawn from a university curriculum, but the principles would apply to classes of all kinds at all levels, K-12-University.

With all of the tools available, it is possible to create an on-line writing community in which the teaching/learning community develops and interacts much as that community would function on-site.

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